Kentucky Department of Education

EDUCATION
Every Child Proficient and Prepared for SUCCESS

2 Day/Progress Monitoring Visit Report

Name of Institution Reviewed: Valley High School

Date: December 7 - 9, 2015

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AdvancED™

Introduction

The KDE Internal School Review is designed to:
- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2013-2014 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2015
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2015
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 **3.00**	Team Rating for Standard 3 **2.08**

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.1	**The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.**		

Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2
3.2	**Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.**		

Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.

There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Indicator Rating	☐ Powerful Practice ☒ Improvement Priority	School Rating 2	Team Rating 1
3.3	**Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.** *Level 4* Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. *Level 3* Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. *Level 2* Teachers sometimes use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply		

knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Indicator Rating	☐Powerful Practice ☒ Improvement Priority	School Rating 3	Team Rating 2
3.4	**School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.** *Level 4* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 3* School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 2* School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. *Level 1* School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 3
3.5	**Teachers participate in collaborative learning communities to improve instruction and student learning.** *Level 4* All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of		

inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.

Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Indicator Rating	☐ Powerful Practice ☒ Improvement Priority	School Rating 2	Team Rating 2
3.6	**Teachers implement the school's instructional process in support of student learning.** *Level 4* All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning. *Level 3* All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning. *Level 2* Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. *Level 1* Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.		

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2

3.7	**Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.**
	Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
	Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.
	Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.
	Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 4	Team Rating 2

3.8	**The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.**
	Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.
	Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
	Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.
	Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating	Team Rating
		4	3

3.9	**The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.**

Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.

Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Indicator Rating	☐ Powerful Practice ☐ Improvement Priority	School Rating	Team Rating
		2	2

3.10	**Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.**

Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.

Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or

courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 3	Team Rating 2

| 3.11 | **All staff members participate in a continuous program of professional learning.** |

Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Indicator Rating	☐Powerful Practice ☐ Improvement Priority	School Rating 4	Team Rating 2

| 3.12 | **The school provides and coordinates learning support services to meet the unique learning needs of students.** |

Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as

learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.

Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	55.0	56.0	59.7	Yes	Yes	Yes
2013-2014	53.2	54.2	55.0	Yes	Yes	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	30.1	55.8	21.8	55.4	25.3	56.8
Algebra II	11.7	36.0	9.0	37.9	7.8	38.2
Biology	15.2	36.3	23.9	39.8	15.7	39.7
U.S. History	30.6	51.3	28.6	58.0	31.5	56.9
Writing	22.8	48.2	16.2	43.3	15.4	50.0
Language Mech.	21.2	51.4	20.2	49.9	17.2	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)

English	35.6	67.8	33.5	66.2	24.7	62.3
Math	5.8	25.8	5.5	25.6	7.9	27.9
Reading	15.3	43.2	20.9	48.0	14.3	43.7
Science	4.7	21.2	5.2	19.5	5.0	21.9

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	19.6	53.1	28.2	55.9	24.1	55.3
Math	13.6	39.6	14.5	43.5	13.4	38.1
Reading	18.7	44.2	17.7	47.1	18.8	47.4

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	26.6	17.5	No	24.8	16.4	No
Reading	31.3	27.6	No	29.2	26.5	No
Math	21.7	7.4	No	20.4	6.3	No
Science	23.5	15.5	No	22.0	12.2	No
Social Studies	32.9	30.5	No	30.5	24.4	No
Writing	27.2	14.3	No	25.5	11.9	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	52.0	51.1	**66.9**	No
Graduation Rate (for 4-year adjusted cohort)	76.9	79.0	**88.0**	Yes
Graduation Rate (for 5-year adjusted cohort)	80.4	81.4	**89.0**	Yes

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.18	1.86	1.78	2.00	7.8	Needs Improvement
Practical Living	2.23	2.83	2.67	2.08	9.8	Proficient
Writing	1.89	1.88	2.11	2.00	7.9	Needs Improvement
World Language and Global Competency*	1.14	1.45	1.56	1.85	6.0	Needs Improvement

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance:

Plus

- The school has met AMO for two consecutive years. According to the school report card the school has actually met AMO every year since 2012-13.
- The school has met its participation rate goal for the past two years.
- On the PLAN, math has shown a 2.4 point increase in the percentage of students meeting benchmarks.
- In comparison to the other content areas, English shows the highest level of performance of the three year time period.
- A greater percentage of students are performing at the benchmark level on the ACT in English and Reading compared to three years ago. English shows a 4.5 percentage point increase over the three year time period.
- Data indicates little difference in performance among all students versus gap students. All areas show 6.1 percentage points or less between groups.
- The school met both the 4 year and 5 year cohort graduation rate goals for 2014-15.
- The school was less than one point away from meeting the College and Career Readiness Delivery target in 2014-15.
- The school has increased its College and Career Readiness (CCR) rate over the past three years by 28.3 points.
- The Practical Living Program Review was rated at the proficient level during the 2014-15 school year.

Delta

- Student performance shows a decline in scores in four of six content areas on K-PREP assessments from 2012-13 to 2014-15. Biology and U.S. History showed slight increases over that time period.
- In comparison to state averages on the KPREP, Writing shows the greatest discrepancy in performance with the difference being 34.6 percentage points.
- In no content area has more than one-third of the tested student population scored at the proficient or distinguished level.

- All four PLAN content areas are below the state average by at least 16.9 percentage points, with Reading being 29.4 points below the state average and Math being 20 points below the state average.
- The percentage of students meeting benchmarks on the three ACT content areas are below the state average by at least 24.7 points with Reading being 28.6 points below state average and Math being 24.7 points below state average. English shows the greatest discrepancy at 31.2 points below state average.
- Scores do not indicate Delivery targets were met in any content area for 2014-15.
- The lowest performing content area is currently math with less than 8 percent of all students scoring at least at the proficient level.
- The school is still below the state average in both graduation rate and CCR rate for 2014-15.
- Three of the four Program Reviews were rated at the "Needs Improvement" level during the 2014-15 school year.
- The lowest rated Program Review is World Language and Global Competency with 6 out of 12 points.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	74.0	10	58.6	26	72.0
3.1	11	67.4	11	50.9	51	86.5
3.1	13	64.3	17			
3.1	34	74.1	32			
3.2	21	71.3	17		16	73.3
3.2					22	73.3
3.3	12	68.3	10	58.6	17	68.0
3.3	13	64.3	16	59.0	18	68.0
3.3	22	72.7	17	48.4	19	74.7
3.3			26	56.6		
3.4					3	84.8
3.4					11	87.0
3.4					12	87.0
3.4					13	77.9
3.5	14	63.0	5	56.6	8	72.7
3.5					24	85.3
3.5					25	81.3
3.6	19	80.2	9	63.8	20	77.3
3.6	21	71.3	18	62.0	21	60.0

3.6			20	59.2	22	73.3
3.7	14	63.0	5	56.6	8	72.7
3.7					30	74.7
3.7					31	72.0
3.8	9	68.7	13	63.8	15	77.1
3.8	15	65.0	21	53.9	34	61.3
3.8	16	62.5			35	74.7
3.8	17	69.8				
3.8	35	69.8				
3.9	20	73.9	14	56.3	28	82.7
3.9						
3.10			22	56.3	9	87.0
3.10					21	60.0
3.10					23	70.7
3.11					32	88.0
3.11					33	85.3
3.12	13	64.3	1	69.0	27	82.7
3.12	23	73.5	17	48.4	29	80.0

Summary of Stakeholder Feedback

Plus
- Staff survey data says there is agreement with the following statement: "Our school uses data to monitor student readiness and success at the next level" at a rate of 87 percent.
- Staff survey data says there is agreement with the following statement: "All teachers participate in collaborative learning communities that meet informally and formally across grade levels and content areas" at a rate of 85 percent.
- Staff survey data says there is limited agreement with the following statement: "Our school's leaders support an innovative and collaborative culture" at a rate of 73 percent.
- Staff survey data says there is agreement with the following statement: "Our school's leaders expect staff members to hold all students to high academic standards" at a rate 87 percent.
- Parent survey data says there is limited agreement with the following statement: "My child has at least one adult advocate in the school" at a rate 74 percent.

Delta
- Staff survey data says there is an absence of agreement with the following statement: "All teachers personalize instructional strategies and interventions to address individual learning needs of students" at a rate of 68 percent.
- Staff survey data says there is an absence of agreement with the following statement: "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills" at a rate of 68 percent.
- Student survey data says there is an absence of agreement with the following statement: "All of my teachers change their teaching to meet my learning needs" at a rate of 48 percent.

- Student survey data says there is an absence of agreement with the following statement: "All of my teachers use a variety of teaching methods and learning activities to develop the skills I will need to succeed" at a rate of 59 percent.
- Parent survey data says there is an absence of agreement with the following statement: "All of my child's teachers use a variety of teaching strategies and learning activities" at a rate of 68 percent.
- Parent survey data says there is an absence of agreement with the following statement: "All of my child's teachers meet his/her learning needs by individualizing instruction" at a rate of 64 percent.
- Staff survey data says there is limited agreement with the following statement: "Our school's leaders ensure all staff members use supervisory feedback to improve student learning" at a rate of 78 percent.
- Staff survey data says there is limited agreement with the following statement: "All teachers in our school use a process to inform students of their learning expectations and standards of performance" at a rate of 77 percent.
- Staff survey data says there is absence of agreement with the following statement: "All teachers in our school provide students with specific and timely feedback about their learning" at a rate of 60 percent.
- Student survey data says there is absence of agreement with the following statement: "All of my teachers explain their expectations for learning and behavior so I can be successful" at a rate of 62 percent.
- Student survey data says there is absence of agreement with the following statement: "All of my teachers provide me with information about my learning and grades" at a rate of 59 percent.
- Parent survey data says there is limited agreement with the following statement: "My child is given multiple assessments to measure his/her understanding of what is being taught" at a rate of 71 percent.
- Parent survey data says there is absence of agreement with the following statement: "All of my child's teachers give work that challenges my child" at a rate of 67 percent.
- Staff survey data says there is absence of agreement with the following statement: "In our school, all school personnel regularly engage families in their child's learning progress" at a rate of 61 percent.

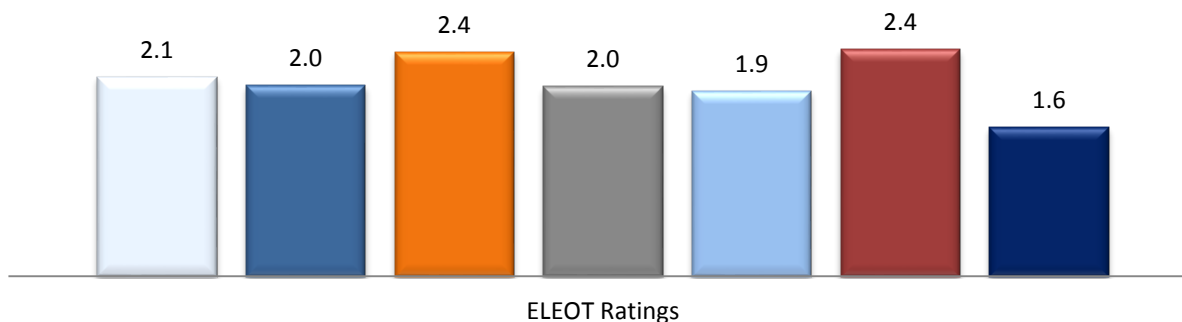**Effective Learning Environments Observation Tool (eleot™) Results**

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 28 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.

Overall ELEOT Rating

A. Equitable Learning   B. High Expectations   C. Supportive Learning
D. Active Learning   E. Progress Monitoring   F. Well-Managed Learning
G. Digital Learning

A	B	C	D	E	F	G
2.1	2.0	2.4	2.0	1.9	2.4	1.6

ELEOT Ratings

Summary of Classroom Observation Data

Equitable Learning Environment

Plus
- The component "Has equal access to classroom discussion, activities, resources, technology, and support," was evident/very evident in 61 percent of classrooms.
- The component "Knows that rules and consequences are fair, clear, and consistently applied," was evident/very evident in 61 percent of classrooms.

Delta
- The component "Has differentiated learning opportunities and activities that meet her/his needs," was evident/very evident in 22 percent of classrooms.
- The component "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences," was evident/very evident in 0 percent in classrooms.

High Expectations Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- The component "Is provided exemplars of high quality work," was evident/very evident in 14 percent of classrooms.
- The component "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident in 29 percent of classrooms
- The component "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" was evident/very evident in 33 percent of classrooms.

Supportive Learning Environment

Plus
- The Supportive Learning Environment received a rating of 2.4 on a 4.0 scale.
- The component "Is provided support and assistance to understand content and accomplish tasks," was evident/very evident in 50 percent of classrooms.

Delta
- The component "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs," was evident/very evident in 18 percent of classrooms.

Active Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- The component "Is actively engaged in the learning activities" was evident/very evident in 25 percent of classrooms.
- The component "Makes connections to real-life experiences," was evident/very evident in 7 percent of classrooms.

Progress Monitoring Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- The component "Is asked and/or quizzed about individual progress/learning," was evident/very evident in 29 percent of classrooms.
- The component "Responds to teacher feedback to improve understanding," was evident/very evident in 18 percent of classrooms.
- The component "Demonstrates or verbalizes understanding of lesson/content," was evident/very evident in 18 percent of classrooms.
- The component "Understands how her/his work is assessed," was evident/very evident in 14 percent of classrooms.
- The component "Has opportunities to revise/improve work based on feedback," was evident/very evident in 33 percent of classrooms.

Well-Managed Learning Environment

Plus
- The Well-Managed Learning Environment received a 2.4 rating on a 4.0 scale.
- The component "Speaks and interacts respectfully with teacher(s) and peers," was evident/very evident in 67 percent of classrooms.
- The component "Follows classroom rules and works well with others," was evident/ very evident in 57 percent of classrooms.
- The component "Knows classroom routines, behavioral expectations and consequences," was evident/very evident in 57 percent of classrooms.

Delta
- The component "Collaborates with other students during student-centered activities," was evident/very evident in 11 percent of classrooms.

Digital Learning Environment

Plus
- N/A—Percentages were not high enough to qualify as a plus.

Delta
- The Digital Learning Environment received an overall rating of a 1.6 on a 4.0 scale.
- The component "Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning," was evident/very evident in 14 percent of classrooms.
- The component "Uses digital tools/technology to communicate and work collaboratively for learning," was evident/very evident in 11 percent of classrooms.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicator: 3.3

Action Statement:

Collaboratively design a system to ensure teachers use varied and research-based instructional strategies that meet the needs of all students and require student collaboration, self-reflection, and critical thinking skills.

Supporting Evidence:

Student Performance Data
- Student performance shows a decline in scores on four of six content areas on K-PREP assessments from 2012-13 to 2014-15. Biology and U.S. History showed slight increases over that time period.
- In comparison to state averages on the K-PREP, Writing shows the greatest discrepancy in performance with the difference being 34.6 percentage points.
- In no content area has more than one-third of the tested student population scored at the proficient or distinguished level.
- Scores do not indicate Delivery targets were met in any content area for 2014-15.
- The lowest performing content area is math with fewer than 8 percent of all students scoring proficient or distinguished.
- All four PLAN content areas are below the state average by at least 16.9 percentage points; Reading is 29.4 points below the state average and Math is 20 points below the state average.
- The percentages of students meeting benchmarks on the three ACT content areas are below the state average by at least 24.7 points. Reading is 28.6 points below the state average and Math is 24.7 points below the state average. English shows the greatest discrepancy at 31.2 points below the state average.
- Three of the four Program Reviews were rated at the "Needs Improvement" level during the 2014-15 school year.

Classroom Observation Data

- Classroom observations indicated few differentiated learning opportunities based upon student needs. The component "Has differentiated learning opportunities and activities that meet her/his needs," was evident/very evident in 22 percent of classrooms.
- Classroom observations indicated limited student engagement in classrooms. The component "Is actively engaged in the learning activities" was evident/very evident in 25 percent of classrooms and the component "Makes connections to real-life experiences," was evident/very evident in 7 percent of classrooms.
- Classroom observations indicated a lack of high expectations in all classrooms. The component "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident in 29 percent of classrooms and the component "Is asked and responds to questions that require higher order thinking (e.g. applying, evaluating, synthesizing)" was evident/very evident in 33 percent of classrooms.

Stakeholder Survey Data and Interviews

- Fewer than 70% of all three stakeholder groups agreed that classroom instruction addresses individual student learning needs.
- Student survey data says there is an absence of agreement with the following statement: "All of my teachers use a variety of teaching methods and learning activities to develop the skills I will need to succeed" at a rate of 59 percent.
- Student interviews indicated teachers infrequently use strategies that best meet their learning styles.
- Staff interviews indicated rigorous instructional practices along with "bell to bell" instruction are significant school improvement needs.

Documents and Artifacts

- PLC Planning Logs (lesson plans) lacked detailed instructions and research-based instructional strategies. There were also no PLC Planning Log samples from all content areas available for review.
- PLC Planning Logs (lesson plans) are not required to be reviewed nor is feedback given on them on a regular basis.
- There was evidence of multiple trainings on instructional practices. However, there was little evidence to indicate application of the trainings was evident in the classroom based upon lack of lesson plans and student work samples.
- Review of the provided school documents included no evidence of student work.
- Review of the evidence did not include a 30-60-90 day plan addressing improvements in instructional practices.
- Review of provided documents revealed limited evidence of established monitoring systems to ensure teachers personalize instructional strategies ensuring achievement of learning expectations. The documentation also did not provide evidence indicating teachers use research-based, high-yield instructional strategies on a regular basis to meet the individual learning needs of students. The self-assessment indicates teachers infrequently use instructional strategies requiring students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

IMPROVEMENT PRIORITY

Indicator: 3.4

Action Statement:

Continue to develop a system whereby school leadership monitors every classroom and provides specific feedback emphasizing the improvement of instructional practices ensuring academic success for all students. This system must also include structures for teacher support and avenues to ensure implementation of improvement initiatives.

Supporting Evidence:

Student Performance Data
- Student performance shows a decline in scores on four of six content areas on K-PREP assessments from 2012-13 to 2014-15. Biology and U.S. History showed slight increases over that time period.
- In comparison to state averages on the K-PREP, Writing shows the greatest discrepancy in performance with the difference being 34.6 percentage points.
- In no content area has more than one-third of the tested student population scored at the proficient or distinguished level.
- Scores do not indicate Delivery targets were met in any content area for 2014-15.
- The lowest performing content area is math with fewer than 8 percent of all students scoring proficient or distinguished.
- All four PLAN content areas are below the state average by at least 16.9 percentage points; Reading is 29.4 points below the state average and Math is 20 points below the state average.
- The percentages of students meeting benchmarks on the three ACT content areas are below the state average by at least 24.7 points. Reading is 28.6 points below state average and Math is 24.7 points below state average. English shows the greatest discrepancy at 31.2 points below the state average.
- Three of the four Program Reviews were rated at the "Needs Improvement" level during the 2014-15 school year.

Classroom Observation Data
- Classroom observations indicated a lack of high expectations in all classrooms. The component "Is engaged in rigorous coursework, discussions, and/or tasks," was evident/very evident in 29 percent of classrooms and the component "Is asked and responds to questions that require higher order thinking (e.g. applying, evaluating, synthesizing)" was evident/very evident in 33 percent of classrooms.
- Classroom observations indicated few differentiated learning opportunities based upon student needs. The component "Has differentiated learning opportunities and activities that meet her/his needs," was evident/very evident in 22 percent of classrooms.

Stakeholder Survey Data and Interviews
- Staff survey data says there is limited agreement with the following statement: "Our school's leaders ensure all staff members use supervisory feedback to improve student learning" at a rate of 78 percent.
- Staff survey data says there is limited agreement with the following statement: "All teachers in our school use a process to inform students of their learning expectations and standards of performance" at a rate of 77 percent.
- Staff survey data says there is absence of agreement with the following statement: "All teachers in our school provide students with specific and timely feedback about their learning" at a rate of 60 percent.

- Staff interviews indicated school leadership conducts classroom walkthroughs, but there is infrequent sharing of individual teacher feedback to improve instruction. Data is typically shared school wide.
- Staff interviews indicated no formal process for receiving feedback on PLC Planning Logs (lesson plans). Principal indicated school leadership does not review instructional plans of teachers unless the teacher is struggling with performance.

Documents and Artifacts
- Review of provided documents revealed limited evidence of a monitoring system whereby teachers receive feedback on instructional practices on a regular basis. The self-assessment indicated there is a formal process for monitoring instruction and listed collection of lesson plans as evidence. However, the documentation revealed a limited collection of evidence, and through stakeholder interviews, it was revealed lesson plans are not collected or reviewed. Teachers do not receive feedback on lesson plans unless the teacher is struggling with classroom performance.
- Review of evidence indicates administrators conduct walkthroughs in all classrooms on a regular basis. Staff interviews indicated the school leadership does present collective walkthrough data to staff during faculty meetings, but there is not a system to provide feedback to individual teachers leading to improved instructional practices.

IMPROVEMENT PRIORITY

Indicator: 3.6

Action Statement:

Continue to develop and monitor a system that ensures all teachers use an instructional process that informs students of learning expectations and the criteria necessary for standards mastery. Incorporate exemplars into daily lessons to guide students and use multiple measure of student learning outcomes such as formative assessments, summative unit assessments, and benchmark assessments to inform the instructional process and to assure appropriate modifications in the classroom are made to meet student learning needs.

Supporting Evidence:

Student Performance Data
- Student performance shows a decline in scores in four of six content areas on K-PREP assessments from 2012-13 to 2014-15. Biology and U.S. History showed slight increases over that time period.
- All four PLAN content areas are below the state average by at least 16.9 percentage points; Reading is 29.4 points below the state average and Math is 20 points below the state average.
- The percentages of students meeting benchmarks on the three ACT content areas are below the state average by at least 24.7 points. Reading is 28.6 points below the state average and Math is 24.7 points below the state average. English shows the greatest discrepancy at 31.2 points below the state average.

Classroom Observation Data
- Classroom observations, as detailed in this report, did not reveal the existence of practice that clearly informed students of learning expectations. Learning targets were observed in most classrooms and referred to in a few; however the success criteria for mastering these targets were not clear.

- The High Expectations Environment received an overall rating of 2.0 on a 4.0 scale. One component of this environment "Is provided exemplars of high quality work," was evident/very evident in 14 percent of classrooms. Additionally, the component "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" was evident/very evident in 33 percent of classrooms.
- The Progress Monitoring Environment received an overall rating of 1.9 on a 4.0 scale. The component "Understands how her/his work is assessed," was evident/very evident in 14 percent of classrooms. The component "Has opportunities to revise/improve work based on feedback," was evident/very evident in 33 percent of classrooms.

Stakeholder Survey Data and Interviews
- Staff survey data says there is limited agreement with the following statement: "All teachers in our school use a process to inform students of their learning expectations and standards of performance" at a rate of 77 percent.
- Student survey data says there is absence of agreement with the following statement: "All of my teachers explain their expectations for learning and behavior so I can be successful" at a rate of 62 percent.
- Staff survey data says there is absence of agreement with the following statement: "All teachers in our school provide students with specific and timely feedback about their learning" at a rate of 60 percent.
- Student survey data says there is an absence of agreement with the following statement: "All of my teachers provide me with information about my learning and grades" at a rate of 59 percent.
- Parent survey data says there is limited agreement with the following statement: "My child is given multiple assessments to measure his/her understanding of what is being taught" at a rate of 71 percent.

Documents and Artifacts
- PLC Planning Logs (lesson plans) reviewed lacked detailed instructions and research-based instructional strategies. PLC Planning Log (lesson plans) samples were not present and available for review from all content areas.
- PLC Planning Logs (lesson plans) are not required to be reviewed nor is feedback given on them on a regular basis.
- There was evidence of multiple professional learning opportunities on instructional practices; however limited evidence (e.g., PLC Planning Logs, student work samples, classroom observations) was available to indicate strategies from the trainings were being implemented with fidelity in the classroom.
- No evidence of student work was available for review in the provided documentation from the school. Minimal student exemplars were present in classrooms.
- No evidence was provided of a 30-60-90 day plan addressing improvements in instructional practices.
- A review of the school walkthrough schedule and data documents demonstrated a process is in place for monitoring classroom instruction; however feedback for improvement of instructional processes were not evident.

Attachments:

1) ELEOT Worksheet

2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2013-14 Diagnostic Review for Valley High School.

Improvement Priority 1: Clearly articulate expectations for the Professional Learning Community meetings, including the dates, content, and outcomes; and provide training for teachers and administrators in the implementation of research-aligned model for high performing PLCs.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- PLC weekly schedule
- PLC feedback forms
- Professional development agendas
- Formative Assessment Analysis forms
- DIPP documents
- Course syllabi
- Standard tracking (star charts)
- Google Docs and CASCADE
- Common formative assessments

School Supporting Rationale:
All PLCs meet on a weekly basis. PLC facilitators and all teachers have been trained on how to implement and sustain a successful PLC. Teachers have been involved in PLC Institutes offered by Solution Tree and the district. Teachers participate in district-provided, content-specific professional development, and differentiated instruction that is both district and school-wide. The school has also been in training with Solution Tree during the 2013-2014 school year. There is a monitoring system for all PLCs using the PLC feedback form and there is an assigned administrator to every PLC that checks in with the PLC weekly. PLCs monitor formative assessments using the Formative Assessment Analysis and identify students for interventions using the DIPP document.

Team Evidence:
- PLC observations
- Staff interviews
- Principal interview
- Review of PLC protocol forms and documents
- PLC weekly schedule
- DIPP documents

Team Supporting Rationale:
Currently, all teachers are working and collaborating through Professional Learning Communities on a regular basis. The school has a well communicated PLC protocol and an agreed upon meeting schedule. Teachers indicated PLC work was a priority throughout the building and data was reviewed on a regular basis. Observations of PLCs during the visit indicated groups work collaboratively around common assessment results as well as formative assessment results. The school also uses some electronic data monitoring and tracking tools to organize student performance data on these assessments. Some PLCs have professional support provided by the school's principal, literacy coach, and goal clarity coach. These three participants assist in the leading of the school's PLC work. Observations of the PLC process and review of artifacts indicated limited evidence of responding to data leading to changes in teacher instructional practice.

Improvement Priority 2: Develop and implement a process for the analysis, monitoring, and consistent use of data to improve learning and ensure readiness for student success at the next level.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- College and Career Readiness data
- DIPP documents
- Google Docs
- Assessment Analysis forms
- CSIP updates
- Systems presentations,
- Incoming freshmen data
- Novice Reduction Plan
- Quarterly Report
- Reading Plus data
- Blackboard Learn

School Supporting Rationale:
The school is involved in a variety of systems to assist in monitoring and analyzing data. For students who are not College and Career Ready the school has created interventions to help students reach benchmark. Using ACT data students are put into interventions classes that focus on reading and math. Teachers use a rotating schedule in assisting those students and helping them reach College and Career Readiness benchmarks. For students who are scoring novice on district assessments, students are referred to lunch interventions or after school tutoring. Teachers use common formative assessments, Google Docs, and CASCADE to determine if students are mastering learning targets and standards. The Instructional Leadership Team (ILT) monitors overall data by use of Quarterly Report data, CSIP updates, and Systems presentations. Students' reading scores are monitored using Reading Plus data and the Novice Reduction Plan is monitored using the Blackboard Learn system. Incoming freshmen data is used to determine if students need to be placed in intervention courses such as Pre-Algebra and Ramp-Up.

Team Evidence:
- Staff interviews
- PLC observations
- College and Career Readiness data
- DIPP documents
- Assessment Analysis forms
- CSIP updates
- Systems presentations
- Incoming freshmen data
- Novice Reduction Plan
- Quarterly Report
- Reading Plus data

Team Supporting Rationale:
The school has attempted to build a process for reviewing and analyzing student performance data. Professional learning communities work on a weekly basis to review classroom performance data and analyze results, and there are specific templates and tools used by each department for this process. The school has seen its greatest improvements in the realm of College and Career Readiness rate. This data is reviewed and shared with staff and students on a regular basis. The principal meets with students bi-monthly to review their class performance data and set goals for the next learning time period. This process also includes a time of celebrating accomplishments and successes. The school also uses specific data collection and monitoring tools to ensure timely and thorough analysis of the data. Records of meetings and discussions are kept and were observed during the review visit. It was noted in the report that the principal and administrative team conduct walkthroughs on a regular basis and data is shared with staff. However, there is little evidence to indicate conversations around the data occur on an individual teacher basis leading to significant instructional changes.

Improvement Priority 3: Craft a plan, with full staff input, to monitor and regularly communicate information about student learning. The plan should specify the use of a variety of delivery methods appropriate to the various stakeholders i.e. students, parents, community, alumni and should provide details on the conditions known to impact and support student learning and the achievement of school improvement goals.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:
- School newsletters
- Website
- One Call Now
- Parent-teacher contact logs
- Student planner
- Staff handbook
- "Keeping You in the Loop"

- SBDM policies and by-laws
- Family Nights

School Supporting Rationale:
Parents and staff receive the school newsletter every six weeks. The school website is updated on a regular basis. Parents, staff, and students are notified via One Call Now on important school information. The principal sends out an electronic bi-weekly schedule called "Keeping You in the Loop," the Advisory Council meets once a month to discuss school practices and policies, and parents and community have an opportunity to participate in Family Nights once every other month.

Team Evidence:
- Stakeholder interviews
- School newsletters
- Website
- One Call Now
- Parent-Teacher contact logs
- Student planner
- Staff handbook
- "Keeping You in the Loop"
- SBDM policies and by-laws
- Family Nights

Team Supporting Rationale:
There is some evidence the school attempts to communicate to various stakeholder groups regarding student achievement and performance. The school does use multiple methods to disseminate general school information regarding activities, programs, and dates of events. However, there is no formal communication plan for ensuring all stakeholders have this information around student performance and achievement. The principal meets with students bi-monthly to discuss student performance results as well as learning goals for specific time periods. Student interviews indicated this is done on a regular basis and was viewed as an effective use of time. There was a lack of evidence that a similar strategy or activity is used with parents. In fact, parent interviews indicated little notification of how their student is performing outside of their own personal use of Infinite Campus. Parents did state the school is always open for meetings with staff and teachers if problems arose, but indicated the school did not proactively communicate before academic issues surfaced and most meetings and issues were addressed after the fact. The school indicated every teacher would make at least two parent contacts per day. However, there was no evidence of this practice actually occurring among all teachers based upon review of artifacts and interviews.